

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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LAEL H. WESTBERG
Editor

PATRICIA LUNDQUIST
Assistant

RAYMOND A. VOGELEY
C. E. LINDER
PAUL M. LINDBERG
KENNETH G. ANDEEN
Editorial
Advisory Committee

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Just A Few Words

By THE EDITOR

THE Supreme Court's decision that segregation in the public schools is contrary to the United States constitution, Federal Judge Luther Youngdahl's refusal to disqualify himself in the scheduled perjury trial of Owen Lattimore, and progress in plans for the use of atomic energy for peaceful purposes—these were reported to the representatives to the last National Lutheran Council meeting as three of the most significant events in American national life in 1954.

Just a few words about them.

The Segregation Decision

I had a letter a few weeks ago asking if there was a trend toward parochial schools in our Southern churches, now that segregation could not be practiced in the public schools. I doubt that there will be such a trend either North or South. Someone has written satirically that our churches are too

busy moving out of the colored sections and keeping the Sunday morning schools and services white to find time or money for starting parochial schools. But that statement perhaps is too harsh. Some of our churches are doing a valiant job of integration. Such are to be encouraged and helped; others urged to begin.

The statement was made to the National Lutheran Council that soon the church will be left as "the only major social institution operated mainly on a segregated basis." That seems to support the statement that "between the hours of nine and twelve on Sunday morning, segregation is practiced more than at any time during the week."

The Apostle Peter, without benefit of Supreme Court, gave a good word on segregation. You can read about it in the tenth chapter of the book of Acts to the

"unwhite" Cornelius. Peter says: "God has shown me that I should not call any man common or unclean."

The Owen Lattimore Case

For some time the government has been carrying on a running chase of the Far Eastern Affairs specialist. The 1954 key charges against him were that he swore falsely in denying he had been a follower of the Communist line or that he had promoted Communist interests. Federal Judge Youngdahl (Augustana Lutheran) ruled that the charges were too vague "to define an offense or outline a field for defense." Later the Justice Department asked Judge Youngdahl to disqualify himself on the grounds of personal bias. He refused to do so. His courageous decisions have given heart to many fearful citizens.

The citizens can stand a little heart. Some years ago I returned for a visit to the old home town. The talk on main street was mostly about the viciously corrupt local government. I asked some of my old friends why they didn't take the leadership in correcting it.

The fuel dealer said: "I want to but being in business I just am not the right person." The banker replied: "In my position, of course, I can't get into politics." The superintendent of schools couldn't "because I am a public employee

myself." The doctor felt very strongly about the whole situation but "a doctor has to be very careful about such things." The pastor had too many members "on both sides" to let himself become embroiled and besides one must remember "separation of church and state etc."

I do not recall who finally had the courage to clean up the mess. It probably was a Sunday school teacher. At least it could have been. God have mercy on corrupt politicians in or out of the church when some courageous Sunday school teacher decides that the children in her class are really important and that the community is going to be a fit place for them to grow up. Peter has a word here, too, "Tabitha, rise."

Atomic Energy for Peace

The "atoms-for-peace" idea advanced by President Eisenhower in 1954 brought hope to the entire world. The atom *can* be harnessed for peaceful uses just as well as for destruction. So we face the problem of what to do with what God has given us.

We can use atomic energy for God's glory and for the benefit of mankind. But if we turn our efforts to the peacetime use of the atom bomb, some nation not so peace-loving may use the atom to destroy us. They may not, though. But that is a chance we take. An

some would live in constant fear of being destroyed.

Our other alternative involves no chances at all. We just keep on stock-piling bombs, building our military machine, and lording it over the nations until finally we are in a war. In this second alternative we will be *certain* of everybody's destruction but we will be comforted in knowing that it will be in the interest of keeping the peace. (At least that seems to be the prevailing argument.)

Can anyone question what God wants us to do? Apparently 25 people in the United States are convinced that we ought to pursue peaceful ways. 25 persons, according to Representative Carl Vinson (Democratic, Georgia), sponsor of the Draft Extension bill, have written letters in opposition to the bill. The bill passed the House 394 votes to 4. Where were all the peace-loving citizens?

At the present time a new blitz has been launched to foist Universal Military Training and a Compulsory Reserve on us. Church school teachers, if you happen to have any congressmen or senators representing your state, you ought to let them as well as the President know your views. You can be sure that the colonels and the generals and the directors of companies having fat defense contracts will let their views be known.

In the Heart of the City

THE Lutherans have a church in the heart of Chicago. *Christ the King Lutheran Church* it is called. Three twenty-seven South LaSalle Street, second floor. But let me quote from the notes on the program distributed at the consecration of the church:

"CHRIST THE KING LUTHERAN CHURCH IN THE LOOP" is located on the second floor of the 327 South LaSalle Building. The chapel will be open daily for prayer and meditation. Beginning on Ash Wednesday, and continuing each weekday, Monday through Friday, noon hour devotional services will be conducted—the first from 12:10-12:20 p.m., and the second from 12:40-12:50 p.m. Each Sunday morning a service of Divine Worship will be conducted at eleven o'clock. As the program develops, other services will be announced.

"The spirit of the name of this church has been captured by the architect, John Bartolomeo, and translated into meaningful aids to devotion. The impressive oak doors with brass crosses bid welcome to the passer-by. The purpose of our ministry is depicted in the entrance detail where the kingly Christ reigns over the skyline in the background. Immediately behind this entrance detail is the

baptistry, surrounded by the symbols of our faith. On either side of the altar cross is the symbol identifying this church and its field—the Greek letters, Chi Rho, for Christus Rex, Christ the King, and the oval below these letters indicates our field, ‘in the Loop.’

“Many individuals and congregations have contributed gladly and generously to make possible this Lutheran witness in the Loop. We are committed to go with the Gospel where people are, and in Chicago’s Loop people are—living, working and shopping. Here the

Lutheran Church is to make her witness, and for this program and the pastor who begins this work the continuing prayers of all are solicited.

“Located in this building are other Lutheran offices: the Divisions of American Missions Student Service and the Chicago office of Welfare of the National Lutheran Council, the Chicago offices of the Boards of American Missions of the Augustana and United Lutheran Church, the Illinois Conference, and the Augustana Book Concern.”

“We need a change!” said the chairman of the Pulpit Committee. “Our preacher is not a brilliant man, but he is a good man,” he continued, “and in the providence of God he is my pastor. I propose therefore to pray for him every day, support him in everything I can, and then wait to see what God can do with the two of us working together.”

Director's Column

By R. A. VOGELEY
American Lutheran Church

GOD'S LAW is the recommended lesson series for our vacation schools this summer in our total program of parish education. Both the Sunday school and vacation school lessons are based on the same period of Bible history.

In this series on the Ten Commandments there is new Kindergarten Department material for both teachers and pupils. The new material for the preschool child has different format with pictures in both color and black and white. New activity material for use in the Kindergarten and Primary Departments has also been prepared by the Wartburg Press. Other improvements have been made in the entire series.

Home Book

Do not forget to have direct contact with the parents by using the home book. All the children

from first grade up should know the Commandments by the end of the course in addition to the selected Bible memory work. Many children at least from third grade up can also learn Luther's meanings of the Commandments as well, especially with parental co-operation.

Outreach

Make the most of the evangelism opportunities of your school. Publicize well in advance the time, place, and purpose of your vacation school. Remember we have our vacation schools *for a purpose*. Urge the children to invite other children, provide some invitations and helps for them. Above all follow up those children who come to your vacation school and who are not connected with any Sunday school. Secure their enrollment in your Sunday school.

Missionary Offering

If your vacation school has a special mission offering why not designate it for our work in India since the mission stories concern our work in India. That offering may be credited to the benevolence gifts of your Sunday school and church at the same time.

Church Workers' Institute

This is a final reminder to many of you about the dates of your district institutes.

Texas June 5-10
Midwest June 26-July 1
Tri-District .. June 27-July 1
California July 10-15
Northwestern ... July 17-22
Wisconsin July 17-22
Minnesota August 7-12

Our institutes will develop the general theme "Effective Teaching." This is the third in our series on "More Teaching," "Planned Teaching," and "Effective Teaching." If you have not yet registered for a Church Workers' Institute, do so now. Your

pastor or superintendent has registration blanks.

Parish Workers

The Parish Workers' Convention will be held this year in connection with the 23rd Quadrennial Sunday School Convention at Cleveland, Ohio. Their convention will begin on Monday evening, July 25th. The Executive Committee has planned a very fine program which is in addition to the program of the Quadrennial Convention. At this time we welcome the new parish workers who graduate from our colleges this spring.

Many congregations might well consider securing the services of a parish worker. The Board of Parish Education has prepared a guide which will be sent on request to such congregations.

If your congregation desires to call a parish worker the names of our graduates and other parish workers will be sent after the congregation has returned the Request Form which may be secured from our Board.

A man's Sunday self and his weekday self are like two halves of a round-trip ticket; not good if detached.

LEE H. BRISTOL, JR.

Activities in the Vacation Church School

By MARIE SHUPE

*Staff Member, Board of Parish Education
American Lutheran Church*

AS WE once again turn our attention to the Vacation Church School we do well to remind ourselves of its opportunities in what may be called the activity approach to teaching. The value of teaching by guiding activity, of learning by doing, is established. The Vacation Church School with its comparatively long sessions in close succession opens the way to more and different activities than are possible in either the Sunday church school or the weekday church school.

In general, children enjoy activities in a class, and if properly used, the activity methods become valuable teaching aids. On the other hand, there is a certain danger involved in the use of these methods. Too often when we think of activity we think only in terms of physical activity and that

may be limited to handwork. We need also think in terms of mental activity and realize that neither can take place without the other. Physical activity has teaching value only when accompanied by mental activity.

What Makes An Activity Worthwhile

To be of real value an activity should correlate with the curriculum and supplement it. It may be based on a unit of lessons or on a specific lesson, or it may be pertinent because it is seasonal.

An activity should be purposeful. A teacher should have in mind exactly what he hopes to accomplish by an activity. Pupils also need to know something of the *why* of an activity if they are to enter into it with interest and enthusiasm. An activity should have

value in itself. Both the product and the process should seem to be worthwhile to pupils.

Activities should serve to give the learner a certain amount of knowledge and help him develop skills. With older children this knowledge may result from outside study and research in addition to that presented in class. A wide range of skills may be involved in class activities.

Finally, activity, particularly group activity, should be conducive to Christian character development. Desirable personality traits are not merely discussed in a class, they are lived, as groups work together on a project, practice sharing ideas, materials, and equipment, and learn respect and appreciation for the worth and ability of others.

Activities—Creative or Controlled

It is much easier to guide an activity by saying, "This is what we will do" and "This is how we will do it," than it is to help children develop their own ideas. Take the matter of drawing, for example. A teacher may provide a pattern, a stencil, or even an outline of a picture to color. About the only choice a child has is whether to use red or green crayon. Another teacher may draw a picture as the children watch and then say, "This is one way of telling our story by picture. There are many other

ways. Let's talk about some of them;" and together they discuss various things they may draw to illustrate their Bible story. She may explain some simple techniques for figure drawing and talk about it until the children are ready to try for themselves. From then on her role is to encourage them, show interest in what they are doing, praise them for their efforts, and finally suggest some use for the picture they have drawn.

The latter procedure is more time consuming and takes more effort and preparation on the part of the teacher. But what about the children? It is of such a class that a casual visitor might say, "Things seem to go so smoothly; there seem to be no discipline problems." The secret? Children who are busy and interested seldom take time to get into trouble. But a busy and interested class always means a busy and interested teacher.

"I'll Do It For You"

Don't say that, teachers! Yes I know it's hard to see Timmy work so hard and then take home a basket that is smaller than his loaves and fishes. And you do so want to guide the little hand that laboriously draws a flower that may be mistaken for a tree. But the joy of creation and the satisfaction of success is Timmy's only

when he can say, "Look! I made it my own self!" And the joy and satisfaction that older children find in creative work in the church school differs from Timmy's in degree only.

Types of Vacation School Activities

Let us look at a few broad classifications of activities suitable for use in a vacation school, most of them of a creative nature.

Drawing: This includes illustrating Bible or experience stories or the application of the lesson theme to life. In the case of young children it is their only way to express their ideas on paper. It may be the basis of booklets, posters, murals, and other similar types of construction.

Crafts: There is scarcely any limit to the possibilities for making lessons come to life for the children—things that range from a game to use for recreation to a model of a Palestinian house, market, or village, an ark, a church altar, or a Temple.

Play acting: A very popular type is story dramatization. The children hear, read if they are able, think through, and discuss the story. They select scenes to be played, plan the action and dialogue in detail. They plan and arrange costumes and properties. All this they do in preparation for the actual dramatization itself. A

story may also be played by use of flannelgraph figures. The value of the flannelgraph is enhanced by having the children who are old enough make their own figures. Still another delightful way of playing a story is by using puppets. This method has the added advantage of providing a variety of activity to meet the varying abilities of a class: some making puppets and others dressing them, some building the stage and the scenery, and still others putting on the show. A variety of this activity is in the use of shadow puppets.

Music activities: Singing; learning new songs; rhythm activities such as clapping, tapping, use of instruments, and the like; records for rhythm games and music appreciation; and choric speaking all come in this group. The last named is growing in popularity although many teachers still overlook its wonderful possibilities for children with non-singing voices.

Creative writing: From about the third grade up some children show real ability in writing stories, playlets, poems, new stanzas for familiar songs, and the like. A very productive group activity is writing a litany. The teacher should explain the form and then guide the group in selecting a response (such as Psalm 39:12a), choose the content of each petition and decide how to word it (usually a litany should be limited to five

petitions), and then prepare to use it in the worship service on a special occasion.

Others: There are so many activities that can be profitably used in a vacation school that it is impossible to list them all here. Many kinds of Bible quiz games, techniques for memorization, a school newspaper or news letter, planning worship services and making worship centers, and spatter painting, are a few examples. Resourceful teachers will think of many more.

Every church school library

should contain a few resource books that give specific directions to help teachers and encourage them to try different types of activities. The following is a such-as list of books for this purpose:

"Activities in Child Education" Elizabeth Lobingier.

"Creative Activities" Rebecca Rice.

"Here's How and When" Armilda Keiser.

"Puppets and Bible Plays" Josie Robbins and Marjorie Brasher.



Activities in the Kindergarten

By FELICITA H. BJORKMAN

IN ANY kindergarten group you will find a wide variety of backgrounds and personalities. There will be the only child; the oldest, the youngest, and the in-between; the shy and the aggressive; the confident and the fearful; the mature and the immature. They are all there to gain knowl-

edge of God, Jesus, and the Bible; to develop the right attitude toward the church and the church school; and to grow in Christian living through laughing together, singing together, working together, and playing together.

The kindergarten child is restless, and it is impossible for him to



sit still very long at one time. Therefore, the kindergarten program must be made up of short periods that provide for frequent changes of activity.

The word "activity" does not necessarily mean physical activity. All participation on the part of the children is activity. An activity that serves merely to keep the children busy and quiet does not justify its use. An activity should do one or more of the following things:

- a) It should relate to the lesson.
- b) It should help the child remember the story.
- c) It should aid in the application of lesson truths.
- d) It may lead to a service project.

Let's Talk A While

After the general morning worship assembly, it is well to have a fifteen or twenty minute period for supervised and guided conversation. Children love to talk. Only a little guidance is needed to aid the child to get pleasure from watching the world of growing things about him. His sense of color and beauty are easily stimu-

Mrs. Bjorkman is a kindergarten teacher in the vacation church school of Salem Lutheran Church, Lenexa, Kansas, and in the public school kindergarten in Lenexa. On Sunday mornings she teaches in the nursery department of her church.

lated. The care of pets and flowers may awaken interests that will help him to understand many otherwise perplexing questions in later years.

The home is the center of the preschool child's affections and activities. Giving consideration to some of the interesting experiences he has at home among his family and friends should not only help the child to feel more at ease in school, but it should also aid the child to appreciate his home all the more. And we must always remember to judge these experiences by *his* standards of interest, not ours.

Handwork

Handwork has a rightful place in Christian teaching if it contributes to learning. The "work" period in kindergarten consists usually of some form of handwork. Drawing, cutting out, pasting, and coloring pictures; modeling with clay or plasticene; painting at an easel; finger painting; these are some of the forms of handwork that kindergarten children enjoy and which, when properly selected and guided, can contribute to the learning process.

Music

Singing is an activity. It is also an expressive art that can't be justifiably neglected in any cur-

riculum that aims for the fullest personal and social development of all children. It is one of the most joyous avenues of self expression. Music and childhood go together. It is a medium of expression that lies close to the personal interests and experiences of children.

Music is particularly suited to the development of fine character traits because it endows with a pleasant emotional tone everything it touches. Religious instruction has always called upon music to reinforce its teachings. Secular instruction is using music more and more to stabilize emotions and energize intellectual concepts.

If properly selected, piano or Victrola music can be used occasionally for quiet listening, for rest and relaxation. The need for periods of relaxation for children in these strenuous times is important. Joy and satisfaction are found in quiet moments by children as well as by adults. Periods of vigorous activity are made more enjoyable by interspersed intervals of rest and thought.

Properly selected listening music may be used to produce an atmosphere of reverence. *Morning Prayer, The Bells, and At Church* are excellent for this purpose. After the children have heard these several times, a little dramatization or pantomime may be used with the music, such as Sunday morning prayer at home,

walking to church as the bells ring, and sitting quietly in church for the service.

All normal children enjoy music in some of its various forms, and introducing musical activities into each day's program helps greatly in making kindergarten a happy place. All children enjoy rhythmic expression to music, whether played on the piano or record player or sung by the children themselves. Skipping is a natural expression of happiness in young children. They love walking, running, tip-toeing, and marching to music. These are among the most natural rhythmic movements. Other expressions that can be used are galloping, hopping, swaying trees in the wind, whispering leaves, and whirling snowflakes.

Use of this type of activity is often limited by lack of classroom space or the necessity for sharing a room with another group. In a vacation school, however, it is usually possible to plan musical activities for the out-of-doors period and thus overcome, at least in part, these limitations.

Tell Me A Story

Children love stories. A story should be presented so vividly that the children become active listeners, forming mental pictures as it progresses. Dramatizing a story or picture or song not only affords

relaxation but also impresses a lesson truth. Children enjoy examples of bravery and kindness in story and song and find satisfaction in trying to embody these characteristics in their own actions. An important function of the vacation church school is to make Christian behavior attractive.

The Importance of Play

The play instinct predominates at this age. Play is a child's way of learning as well as of growing. You will find kindergarten children asking to play old familiar singing games such as London Bridge, The Farmer in the Dell, and Looby Loo. Through playing games together, children learn to work with a group. They learn courtesy, kindness, sharing, fairness, patience, unselfishness, and the importance of taking turns.

A free-play period offers excellent opportunity for a child to ex-

press his own interests and aptitudes. At the same time it offers a teacher an equally good opportunity to know the individual child and his needs and to give her undivided attention to each child for a brief moment now and then.

Variety for Interest

A good kindergarten program is flexible and can be adjusted to the needs of any group. With the many and varied activities to choose from, there is no valid reason for a kindergarten program to become dull from following one routine. A vacation church school kindergarten should be a happy and interesting place. It can be a mountain-top experience for a four or five year old child. Teachers and helpers have tremendous opportunities in the two to four weeks of vacation school to lay foundation stones upon which strong, vibrant, Christian lives may be built.

At the public library a small boy presented a well-worn, dirty volume at the desk. The librarian glanced at the book, leaned forward to take in the size of the boy and asked, "This is rather technical, isn't it?"

Planting his feet firmly on the floor, the boy, half-defiant, half-apologetic, retorted, "It was that way when I got it, lady!"



THOSE BUSY PRIMARIES

By RUTH M. SWANSON

*Staff Member, Board of Parish Education
Augustana Lutheran Church*

ACTIVE children engaged in interesting worthwhile activities. Six, seven and eight-year-olds *enjoying* learning experiences during the summer. Such is the picture of a busy primary department of Vacation Church School.

Visits to several such departments will alert us to various types of activity which motivate enjoyable learning experiences.

During our first visit we are reminded of some ways of reviewing the day's work. The teacher has distributed worksheets prepared to correlate with the day's lesson. She has remembered, however, that these sheets are not meant to be used as a reading lesson, but simply a means of review. She has printed, on the blackboard, all the words that are to be used to fill in blanks

and is ready to give extra help to anyone needing it. Each child also has a booklet called "My Memory Verse Book" in which he will print the day's memory verse.

Here we also find evidence of an on-going missionary project. An interesting bulletin board featuring foreign children has been arranged above the caption, "What Are We Doing for Boys and Girls of Other Lands?" The answer to that question is given in an easel type poster displayed near a world bank. The poster contains information concerning various missionary projects, an explanation that funds are needed and the question, "How Much Will We Give?" We understand that the children are running extra errands to earn extra money for the project.

Then, we come into a school where the lessons revolve around Old Testament events.

The resourceful teacher has arranged an array of shoe boxes, cereal boxes, plastic toothbrush containers, short lengths of dowel rods, odds and ends of colorful cloth, clothespins, pipe cleaners, plasticine and the like to be added to the usual supply of pictures, paper, pencils and crayons.

It won't be long until the common shoe box becomes a Palestinian house, complete with roof-top porch and outside stairway. A strip of paper fastened to dowel rods



will make a scroll. (Memory verses can be written on this, remembering, of course, to use narrow columns rather than the long length of paper.) The toothbrush holder will be a reasonable facsimile of the mezzuzah which was hung on each doorway. The versatile pipe cleaners will be the beginning of various Old Testament characters, animals or the trunks of palm trees. Soon an interesting, little Palestinian village will take form and these fortunate primaries will have a better understanding

of the way of living in Bible times. That understanding will help them interpret the stories which they are studying.

In another school a familiar New Testament story is the basis of the day's lesson. This teacher has divided her group into small work committees, each with a different project. One committee is working



on a Bible story frieze. The story has been discussed and divided into scenes. Each child chose the scene on which he wanted to work and is making his illustrations on a large sheet of newsprint. A helping teacher is at hand to print the sentence story which the child dictates. The completed scenes will be pasted on a long narrow sheet of wrapping paper to complete the frieze. Plans are to make one such frieze each day and at the close of the school, they will be used in a review.

Another group is working on a diorama of "Jesus and the Children." This will be a "little scene in a box" viewed through an open side of the box. Two boys are coloring a background of sky, hills, valleys and trees which have been

sketched in lightly with chalk on a strip of shelf paper. This will be fastened inside of the large cardboard carton which will house the scene. Others of the group are preparing people for the scene using pictures cut from old Sunday school papers to which they are pasting standards in paper doll fashion. Another committee is planning the closing worship serv-

keep little hands occupied and little children quiet, and the activity becomes an end in itself. Handwork can be justified only as it contributes to learning. It has great value when the truth of a lesson becomes more real and vivid as a result. It is not a separate method of teaching but a means of making learning more effective when used in connection with other teaching methods.

Projects, such as the gathering of funds for materials to be sent to mission fields, begin with becoming aware of a Christian service that should be considered. Or, it may be an activity which naturally follows some lesson, like preparing a litany for a worship service. The pupils, with teacher guidance, make all necessary plans and together they carry out those plans until the work is completed. Every class becomes aware of certain



ices for the day. Songs, memory work and the Bible lesson thought for the day are included in the outline of the service. A committee representative will explain it to the entire group during the summary discussion of the day's activities.

In each of these visits we noticed that teaching was more than teachers telling stories, asking questions and giving advice. The pupils were actively engaged in planning and doing something which to them was purposeful: good learning was taking place.

In every case the handwork was within the range of ability of the group and was part of the lesson—not something tacked on, with little or no connection with the lesson aim. Too often handwork becomes busywork. Something to



things which need to be done: why not turn it into a class project?

Early planning is a must in order that such activities, whether projects or handwork, will be enjoyable and profitable experiences in a busy primary department.

Vacation Church School Activities for Juniors

By MRS. G. W. SAGER

SO YOU are going to teach Juniors in Vacation Church School! Those effervescent, imaginative youngsters! Congratulations! You have a most responsive group to work with.

How will you meet their challenge? Pray! Work! Plan! Besides having a well planned study course be prepared for purposeful, subject-related activities. To stimulate your imagination, here are a few suggestions.

Glitter Craft

How about some Bible Glitter Craft? Some religious bookstores carry a packaged product. But if you are imaginative, trace or have someone artistically inclined sketch some simple, illustrated mottoes related to your subject



matter. Trace these on white poster paper any desired size. Secure glitter in various colors from a Hobby Shop or from the Five and Ten. With a brush apply mucilage to a small portion of picture or to one letter of a word at a time. Sprinkle glitter on the mucilage from tip of teaspoon, tapping bowl with a finger just behind the bowl. Shake excess back into saucer, tapping card on edge. Save all glitter that falls off and put into a container marked "mix." This can be used for borders or for

Mrs. G. W. Sager is the wife of Rev. G. W. Sager, pastor of Zion Lutheran Church, Fredericksburg, Texas. She has had experience as a public school teacher, Sunday school teacher, and in planning and guiding the activities of the Vacation Church Schools.

capital letters. When motto is completed attach a hanger or frame it. You should make one beforehand in order to help the class most effectively.

A Movie

An individual or class movie project appeals to Juniors. Have each student secure a shirt box from a department store and paint the outsides with enamel. Cut center section out of lid leaving an inch margin representative of a picture frame. Fasten cover to box with scotch tape. Secure news print or wrapping paper about a half inch narrower than box. Cut into sections a little longer than box. Have each child sketch and color a picture each day illustrating the story presented. Then paste all pictures end to end in proper sequence. Roll these on two dowel sticks (secure these from lumber company) which should be about four inches longer than the width of the box. Insert one stick in top of box about one inch from top and side of box; insert the other one at bottom of box at equal distance. You can now roll the picture in movie fashion. Each child can be narrator for his own picture strip. If a class project is desired, make each child responsible for a particular sketch and use an apple box for projector. An effective narrator can successfully present the movie on closing day.

Plaster of Paris

Plaster of Paris provides a successful medium of expression. Rubber molds of the manger figures are available from craft shops. Secure the plaster powder from a drug store or ceramic center. Mix with water to a medium consistency; a little experimenting on your part will be necessary. Pour into molds; let set until firm and remove. Figure when completely dry can be painted with tempera paint. These nativity figures arranged in a manger scene made from a shoe box make attractive illustrations when studying the life of Christ. If you can't secure bought molds make your own with liquid rubber secured from craft shops. Follow the directions that accompany the liquid rubber. You can reproduce any favorite statuette or cast mottoes. Finish with tempera paint.

Paper Plates

The seemingly insignificant paper plate can be very useful in your activity work. Secure white, smooth plates. Cut one-inch letters from construction paper and paste around edge into motto form, such as "Honor thy father and mother." Or you might use glued metallic letters. Paste any appropriate picture in center of plate. Then give the completed plate two coats of clear varnish or shellac. You might like to trace the Luther

seal into the center of the plate, paint with tempera in proper colors and then varnish. Attach a hanger and use as a wall decoration.

Wood

Your group will always include boys who own a wood burning set. There is usually a dad willing to cut disks for you from plywood, six inches in diameter, or any size you wish. To one side trace a short motto, such as "I am the Lord thy God," "God is Love," "Watch and pray," and wood burn the same. Varnish as often as necessary. Now sketch a spray of flowers around the motto. Outline this spray with garden seeds, stems, and waxy leaves, attaching the same with household cement. With a little experimenting the variety of available seeds lend themselves to very artistic arrangements. Sunflower, cucumber, melon, or corn seeds make lovely flowers; mustard seeds are easily arranged to represent a sheaf of wheat. Try making a motto beforehand; it will fascinate you.

Patterns

You gave some dad the job of cutting your plywood. Don't forget to call on the mother who prides herself on her collection of embroidery patterns. She is waiting to share them with you. Take her some white or unbleached material

cut into pieces of desired sizes, say about 12 by 18 inches. Have her trace some simple design on the same incorporating a short motto. Your girls will love to embroider the same, fringe one end, hem the other and insert a piece of window shade stick, attach a ribbon and hang on wall as a sampler. If some girls don't enjoy embroidering let them use crayolas and color the design, then iron on the wrong side with a hot iron to make the design permanent.

Now you have merely begun your venture into the field of activities. Don't forget dramatization, production of friezes, posters, maps, accordion pictures, flannel-graph, book marks from felt studded with sequins, bookends with a religious motif, clay modeling, colored chalk illustrations, water coloring, silhouettes, blue prints, block printing, metal craft, spatter painting, soap carving, puppets, papier-mache, etc.

Select your activities carefully, well in advance. You will find many willing workers who cannot actually teach in Vacation Church School but who will consider it a privilege to do the preliminary activity work for you.

All set! Activity materials all prepared and samples ready to arouse interest! Be a firm pilot and with your enthusiastic passengers your Vacation Church School trip will be a delight. Happy sailing!

Vacation Church School

Activities for Intermediates

By ERNESTINE L. SANDEN

Staff Member, Board of Parish Education
Augustana Lutheran Church

ACTUALLY, everything we do in Vacation Church School should be considered activity and all activity should center in the theme chosen for the school or department.

A Student Planning Committee

Intermediates are most interested in those projects which they themselves select. The intermediate department in the Sunday Church School could be guided to select a committee to work with the Vacation Church School leader in planning a program of activity. This committee will need many suggestions and much guidance.

The study, discussion, music, worship, and the other usual activities are outlined in the lesson material chosen for use. With the help of the leader the committee would plan for their most effective use by the group.

Often it is well for the committee to plan one or more special ac-

tivities which will give opportunity for experiences which give new understandings or enlarge those already developed. In choosing these activities it should be remembered that intermediates need always to be physically, mentally, and socially active. They also prefer to do things that are of practical value.

The Field Trip

One of these special activities may be a field trip. A field trip is especially excellent in connection with the study of the total work of the Church. When the study involves social missions the group could plan to visit a hospital, a home for the aged, and a children's home. If the national headquarters of the Church is nearby, a visit to its offices would greatly widen horizons for these young people. The Church publishing house and the various Church-sponsored schools would also make good field trip destinations.

When the field trip is used the group must be prepared for the experience, and arrangements must be made at the places to be visited several weeks before the date of the visit.

A One Day Bible Camp

Bible study courses can be made more interesting by planning and carrying out a one day Bible camp. Most churches are located near an appropriate natural setting for this experience. It need not be one of the regularly used Bible camp sites. Even the city park might serve the purpose.

The important thing is to help the group plan this day so that it



can be enjoyed to the fullest. It can be patterned after the program for one day at a Luther League Bible camp. The day should begin early and include both the noon and evening meal. An inspirational

closing such as a camp fire or a lake sing should close the day.

Such an activity could well serve as a delightful climax and close to the Vacation Church School for the intermediates.

An Illustrated Choral Reading and Song Service

Many intermediate groups are also confirmation classes and are concentrating on catechism during the Vacation Church School. It is possible to motivate this work and bring it to a beautiful conclusion in an illustrated choral reading and song service. The study of the Ten Commandments, the Creed, or the Lord's Prayer can be used in this way.

As the group is working on the explanation material from the Small Catechism they can be helped to arrange it into a choral reading with parts for solo readers and groups of dark and light voices. Each day they will enjoy preparing this choral reading. Songs can be selected and prepared which will add meaning to the service.

To illustrate the choral reading the group will enjoy making a large book (at least 20 by 28 inches) with one page for each basic thought expressed. The book can be planned so the pages can be turned and spot-lighted as the service proceeds.

Plans should be made for shar-

ng this service with the congregation. The large book should be reserved for use in teaching the doctrinal truths to other youth and adults. It would also make a fine store window display for Christian Education Week in September.

Service Project Suggestions

Intermediates may also be interested in working on some of the following projects:

► Gifts of money for home and foreign missions. The schools on the mission fields are in need of funds for teaching aids such as Bible picture sets and filmstrips. Contact your mission board for information.

► An unmounted picture file for the local church school. The left-over Sunday School lesson leaflets and religious calendars are good basic sources for such a file. Since most of these pictures will illustrate the life of Christ it can be an excellent review experience to arrange these in the order of the major events. If several copies of each picture are found the file will be of greater value. The picture can be placed in a legal or letter size file or, if necessary, a temporary cardboard box file can be made.

► Wall maps for use in the local church. Every Sunday School can use several map sets which include Palestine at the time of



Christ, the Mediterranean area, and early Bible lands.

► Work projects in and around the local church building. Often there are books in disrepair which could be renewed. Sometimes the nursery and kindergarten equipment could use a new coat of paint. Some of the inter-



mediates could work with the caretaker on a needed landscaping job.

This article has suggested a few of the possibilities for activities with intermediates in the Vacation Church School. There are many others. It is hoped that those described will help leaders and intermediates to have happy experiences in Vacation Church School this year.

Teaching in a Summer Camp?

By CAROL WIDEN

*Secretary, Missionary Education
Women's Missionary Society
Augustana Lutheran Church*

TEACHERS and program directors of summer camps for boys and girls will find featured in the 1955 Camp Manual and Campers' Notebook "Thy Kingdom Come" by Gertrude M. Hill, an unusually fine Bible study for young people and an up-to-the-minute mission study on the theme "Spreading the Gospel Today." The Camp Manual this year completes a three-year cycle of study for young campers on the general subject of the Godhead: God the Father, God the Son, and God the Holy Spirit.

The Provisions

Planned for boys and girls from nine to fourteen years old, the Manual provides teachers with six complete lesson plans for each of these daily group sessions: Morning Praise, Bible Study, Mission Session and Cabin Devotions. Accompanying the Camp Manual is the Campers' Notebook, which serves as a workbook for the campers. Lesson activities for the

Bible Study and Mission Sessions are to be recorded here, while photographs and letters from our mission fields, memory verses, devotional thoughts, a page for autographs and other features appealing to young campers help make the Notebook a popular possession. Used in six summer camps last year, the Notebook was enthusiastically received by all the campers.

The Mission Sessions

Four of the six mission sessions relate to the foreign missionary work of the Augustana Church. Africa, Formosa, Hong Kong, India, Japan and Latin America are covered in the study. Recent letters from missionaries and current reports from the Board of Foreign Missions provide background information for the thrilling story of how the Gospel is being spread into these and other far corners of the earth today. The work of the Augustana Church among Negro, Mexican and Jew-

esh neighbors here in America is
an interesting American Missions
tory taken up in another mission
ession. A graphic picture of the
Social Missions work being done
at Bethphage and the Immanuel
Deaconess Institute concludes the
mission studies. Visual aids for
all these studies are suggested to
the teacher.

Sister Gertrude Hill, author of
this year's Camp Manual and
Campers' Notebook, published by
the Women's Missionary Society,
is an experienced camper and camp
director herself, having served as
program director for eight years
in a Nebraska summer camp. In
this capacity she has also served
young people's camps in the Illinois
and New England conferences and
this summer will serve one camp
in the Red River Valley Conference
and two camps in the Ne-
braska Conference.

As a parish visitor under the
National Lutheran Council, she
has organized and taught Sunday

schools and vacation church schools
in California, Ohio and Indiana.
This year's "Missionary Sunday"
program book, "Christian Growth
Through Sharing, Junior II", was
written by her. Sister Gertrude is
Dean of Education at the Im-
manuel Deaconess Institute, Omaha,
Nebraska.

"Thy Kingdom Come" (Man-
ual and Notebook) is available
from the Women's Missionary So-
ciety Headquarters, 3939 Pine
Grove Avenue, Chicago 13, Illino-
is. The Manual is priced at 75c
a copy; the Notebook at 15c a
copy.

Two earlier camp manuals,
"This Is My Father's World" by
Lauree Rystrom and "Beautiful
Saviour, King of Creation" by
Edna V. Friedstrom, are also avail-
able. The mission study in the
latter is on India; on the former,
all Augustana mission fields.

All three of these camp manuals
are adaptable for vacation church
school teaching also.

To destroy the Western tradition of independent thought it is not necessary to burn the books. All we have to do is to leave them unread for a couple of generations.

ROBERT M. HUTCHINS

Letter to Mary Jane

By SHARON B. EIDE

Film Librarian
Augustana Audio-Visual Service

DEAR Mary Jane:

I know you will be surprised to hear from me so soon after you have written, especially when it isn't my usual procedure of corresponding. But I have been making plans to attend the annual Audio-Visual Workshop sponsored by the Division of Christian Education of the National Council of Churches and held on the American Baptist Assembly Grounds at Green Lake, Wisconsin. I want to tell you about the wonderful time I had there last year. We haven't had a vacation together for so long. Why don't we plan one this year and go to Green Lake together? The dates are September 3-9—if you plan now, I'm sure you could go then.

Are You Wondering?

About now you're probably wondering what I'm talking about when I say "Audio-Visual Workshop" and wondering why I want

you to go with me. Let me tell you a little about what I did last year and you'll see why I want you to go. So much took place I hardly know where to begin.

The Preliminaries

A successful Audio-Visual Workshop means and requires tremendous organization. If you could fully realize the amount of equipment and props that are moved in for a week of visual education you would be surprised! Projection facilities for many rooms, demonstrations of all types of A-V equipment, experienced instructors and many other A-V materials were at our beck and call for the sole purpose of our becoming better acquainted with the best resources this field has to offer. All this so that each one may make the best use of audio-visuals to strengthen Christian work and win others to Christ. Let's pretend that I have just arrived home

om the workshop of last summer
nd I'll take you with me through
daily schedule so you can fully
nderstand how, in one short
ork, such a tremendous task is
ccomplished.

The Day Begins

Following a hearty breakfast
(we were fed well!) everyone as-
embled in the auditorium for the
rst meeting of the day which
rought to us the subject of
Functional Use of Audio-Visuals
n the Program of the Church." That's a big title, but really the discussions were quite applicable to our situations. During this meeting we discussed how good organization, repetition, simplicity and application to oneself (identification) make for good A-V's in general. In the same line, we were shown how to use A-V's effectively by first preparing our audience in these ways: showing the general plan, creating anxiety to learn, giving specific points to watch for, showing the authenticity of the visual material and acknowledging its shortcomings. Then, as this is accomplished, the audio-visual is presented for group participation, having an outline for the group to follow, showing good operation of equipment, and, if necessary, interrupting the presentation in order to bring out a point more clearly. We learned that the audio-visual must have a fol-

low-up; an activity to relax one if the material shown caused a tension; a summarization; and whenever the opportunity is given we were advised to present the film or filmstrip at a second showing. Experimental classes were used to bring out these points. You know, I came home and tried some of these methods with my Sunday school class and — they worked!

Sharing Problems the Happy Way

I was always thankful I had gotten up in time for breakfast since the next work groups we went to followed our assembly by about seven minutes (no time for a coffee break). But it was worth it. I was in a group of film librarians and we discussed good and bad points of our own libraries, especially in our distribution problems. Through this class, comprised of film librarians and distributors from all over the United States, we exchanged ideas on distribution and all of us came home with new ideas on how to solve the many problems in our own libraries, just one phase of audio-visual work. Seems as though every library has distribution problems and I always thought our department was the only one!

This wasn't the only class offered. There were four main groups, each with subdivisions. I

wanted to attend more than one, but since I haven't a dual personality I had to make a choice. The four groups were: (1) Utilization Section—on using A-V's in serving emergency areas, (e.g., chaplains), for study experiences (e.g., curriculum), in worship and in mental health. (Just learning how to put your A-V's to use in the best way, depending on circumstance.) (2) Leadership Cultivation and Administration Section—how to teach a leadership education course, developing A-V skills with local church leaders, being an A-V co-ordinator, being a film librarian and A-V distributor and planning and administering local community broadcasting. (3) Production Section—on script writing and making audio-visuals. (4) Special Conference Section—mainly for persons in specialized A-V fields such as TV, research, evaluations and production. Yes, we were busy but only half the day was over!

During Free Time

From 1:00 to 3:00 p.m. we were given a free period. During this time, between sessions, and when we could squeeze in a minute, we were allowed to preview and evaluate any of 700 films and filmstrips which were brought in for the week. Previews for the group at large were also held each evening between 8:30 and

10:00 p.m. after an inspiring vesper service.

The interest groups were held from 3:00 to 5:00 p.m. each afternoon. These groups were on all subjects pertaining to audio-visuals beginning with photography down to the finished product in films and filmstrips, and from there on down to the distribution in our own libraries and also on TV and radio. And do you know what they had the patience to teach me to do? I learned to operate all types of equipment, from projectors to tape recordings. I hope I can remember all that I learned during this one week.

All Work and No Play?

I can hear you asking, "Didn't you have any facilities or time for recreation?" There were facilities and some of us took the opportunity to explore the beautiful and spacious American Baptist Assembly Grounds. Green Lake was also an ideal spot on which to take a cruise in a launch or go water skiing. And on warm days, there was a swimming pool to cool off in. The grounds were a haven of happiness for photographers and at an A-V workshop you can imagine how many there were! Everywhere you had a chance to look you could snap a picture of a beautiful piece of God's wonderland.

I haven't begun to tell you the experiences we had at the Green Lake-Audio-Visual Workshop, but I feel that I must quit talking about it and get my registration in for this year. Think it over seriously, Mary Jane. I have some more detailed information on the workshop that I would be happy to send you or anyone else who might be interested. Just write

me (c/o Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota). If you go, I know you will have your eyes opened as to just what audio-visuals can do to help spread and teach the Gospel of Christ. And, what practical helps you will get for your own church!

Hope to see you at Green Lake!
SHARON.

Take a piece of wax, a piece of meat, some sand, some clay and some shavings and put them on the fire. Each is being acted upon by the same agent, yet the wax melts, the meat fries, the sand dries up, the clay hardens and the shavings blaze. Is it not possible that, under the influence of identical circumstances and environment, one man becomes stronger, another weaker and another withers away?

The Teacher's First Pupil

By W. G. MONTGOMERY

THE first and most important pupil the teacher will ever have is *himself*. Until the teacher takes himself in hand, looks himself over for the purpose of discovering his weak points and strong ones, he cannot teach others as he should.

Always Learning

His first pupil will always be himself; and while other members of his class will come and go as the years pass, his first pupil will never get through learning.

In teaching himself, he will first look into his personal life to see if he is what he ought to be morally. Does his mouth speak one thing and his heart another? Does he teach one thing and believe another? Does he hold up standards on Sunday which he himself does not practice on Monday?

It is not that he is to be above mistakes. Nobody expects that of anyone. It only means that he should do his best to put into practice what he professes to be.

Now, it is true that every good teacher feels his need; and this

feeling of need is the best proof that he is, or at least, will become a good teacher. But sometimes he is unable to find in himself or elsewhere that "something" which will supply those needs. He has looked himself over and knows that he is sincere, that his personal life is clean, and yet there are other qualifications which he knows he needs. And how may he find these?

For the Answers

Well, the answer isn't too difficult. He will find most of the answers by looking into himself and asking himself some questions. So, the teacher begins by teaching himself. All great teachers have done this and keep on doing it without end.

His general attitude toward teaching will need to be considered. Does he love children, adults, older people; and which group does he love best? The answer to this question will tell him or her what age group to teach. It is impossible to teach with good results

any age group one does not like to mingle with. A teacher who would be "tops" with an older group might fall flat in trying to teach a class of teen age boys or girls. And an expert kindergarten teacher might get nowhere in attempting to teach an adult group.

Then, as a teacher does he give himself gladly or grudgingly to his class? Does he complain of the sacrifices he makes in order to meet his class? If so, he will soon have no class to meet.

If, on the other hand, he counts it a privilege to teach, not a duty, he may assure himself that he is among the "called" to this high profession. Meeting his class with a smile on his face and love in his heart will do more than almost anything else to hold his class together and cause it to grow.

The Example

He will teach this first pupil poise and self-control in case he does not already possess these fine traits. Of all persons, the teacher needs to be calm and undisturbed under all sorts of petty irritations or distractions.

If he becomes nervous, agitated, or speaks in a harsh voice, that spirit of disorder will be communicated to his class. The control of his hands and feet, omitting all unnecessary movements, will have its good effect on the class. In teaching himself he will need

therefore to examine his entire nervous temperament in order to see if there is anything in his personality which might repel instead of attracting others to him.

Then, does he or she possess naturally a spirit of humor? If so, that is much to the good. It is doubtful if there is any other natural gift greater than this. Humor opens doors that nothing else will unlock. And there is usually a funny side to situations that are serious. A laugh, too, will often save a bad situation.

The Witness

Being cheerful and happy, always optimistic, and able to see the best in the bad and the good in the worst is a big asset in teaching. The teacher who radiates mirth and joy instead of sadness has a big advantage to begin with.

If not already a good mixer, he will teach this first pupil to be friendly, to meet everyone on the same level and treat all alike. He will have a good word for the rich and poor, the good or bad; and will take time for a friendly greeting on the street however busy he may be.

He will recognize his pupils and call them by their right name wherever he meets them. Probably as many teachers fail here as in any other way. They are friendly enough in the class but because of other duties during the week they

are different. Some of us might be able to learn valuable lessons from the local politician or office seeker. His election or defeat often depends upon the friendliness of his approach every day and in every way wherever you meet him.

The Sympathetic Ear

He will teach this first pupil never to speak of his own pains, illness or troubles. He listens to others who wish to unload their burdens but keeps his own misfortunes to himself. He may have a great sorrow, may be ill enough to go to bed, may have been betrayed by a "friend," but no one will ever know this as he stands before his class. Plenty others tell their troubles. So, he will listen, be sympathetic toward them, and silent about his own.

This is one of the best general qualifications any teacher can have.

It hardly needs be said, of course, that he will look well to his mental and spiritual preparation in getting ready to teach the next lesson and every lesson. He

will discover that effective religious teaching must be of the heart as well as of the head. He will learn that merely imparting information is not enough. That is important, to be sure. But it is more important to bring his pupils face to face with God. Information is the means rather than the end of all teaching.

Keep It Lively

So, he will need to possess all the information possible. He will study to be keen minded, alert and interesting. Especially interesting. There's nothing that will destroy a class so soon as dullness. Thus, he will seek out in his reading and contacts stories and incidents which are interesting and uplifting to bring to his class.

But, and it's a big BUT, unless he can bring his pupils to a realization of God and an acceptance of their Saviour, all this other may not amount to much. He will measure up to the stature of the Great Teacher to the extent that he wins his students to the higher life. The teacher is always his first pupil and the last.

There are better ways of staying young than acting childish.